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Dr Seth Low has helped to make this dream a reality by starting our library fund by a generous gift. He says, in speaking of this subject:

"I believe Wuchang to be a center where a library of a high order will be a great benefit to China and the Chinese. It is in a sense a nerve center in the body politic from which impulses of every sort are disseminated through the great multitudes comprising the Chinese Empire. The recent awakening of China to the importance of Western learning has added new emphasis to the old importance of Wuchang; and I can think of nothing more sagacious on the part of those who wish China well than to do everything possible to strengthen there at Wuchang the influences that make for good."

Dr E. C. RICHARDSON then presented the

#### REPORT OF THE COMMITTEE ON INTERNATIONAL RELATIONS

The activity of this committee has been confined to routine matters; (1) transmitting the Narragansett Pier resolution as to the desirability of printed cards for German books to the administration of the Royal library at Berlin, (2) a little correspondence regarding an international index to periodicals in the social sciences, and (3) introducing to the attention of the Association, on reference from its President, and by means of mention in this report, the intention of the Argentine Republic to establish a permanent educational exposition to illustrate the aims and results of American education. The answer of the Berlin library was in effect that it was quite familiar with the advantages of printed cards but must look at the matter from the standpoint of relative need and the enterprises already undertaken. In the Argentine matter, it is hoped that the Council will authorize A. L. A. headquarters to cooperate. The representative of the Argentine government, Mr Ernesto Nelson, will receive material for this purpose at the Manhattan Storage Warehouse, 42nd Street and Lexington Avenue, New York City. The chief international event of the year is the completion of the work

of the Committee on Catalog rules, already reported to this Association.

The PRESIDENT: In preparing the program for this session, the Program committee have invited our affiliated societies to present to us the best or the most general of their papers, believing that these subjects will be of interest to the Association. They propose to leave, however, the discussion, in any extended form, to the meetings of the sections or the affiliated organizations. The first matter is the Report of the Committee on Cooperation with the National educational association, presented by Miss MARY E. AHERN, the chairman.

#### REPORT OF COMMITTEE ON COOPERATION WITH THE NATIONAL EDUCATIONAL ASSOCIATION

The past year, so far as the work of this committee is concerned, has been one of endeavor, rather than of accomplishment. The endeavor has been along three lines: (1) to bring, effectively, to the attention of the Normal schools of the country, the work of this committee as represented by the handbook on "Instruction in library administration in Normal schools" (2) to obtain more effective official recognition of the work of this committee, by the N. E. A. (3) to interest school teachers in the study of library tools.

1 Library administration in normal schools. This committee made a report last year on the plans and purposes of the pamphlet, "Instruction in library administration in Normal schools," which had just been issued at that time. The effort to interest Normal schools has been continued, as it seems impossible to secure effective cooperation with the N. E. A. until the individual teachers are interested. With this object in view, some 300 of the pamphlets were sent out last July to the principals and librarians of normal, training and high schools, throughout the country. In February a circular letter was sent to those to whom the pamphlet had gone, embodying detailed inquiries as to whether any

instruction in library economy was given in the institution; if so, to what extent, if any, the school was able to make use of the pamphlet report, either as a text book, or in the hands of the instructors? If the school was now giving any library instruction? If it was intending to do so, and to what extent? If not, why not? And asking for frank criticisms and suggestions on the general purpose and report of the committee. Only about 70, out of the 300, responded to these inquiries. The replies show every sort of attitude towards the subject of library training in normal schools, from a cordial reception and appreciation of the work and the principles underlying it, down to the statement from a New York normal school, "I do not know what you mean by Library economy."

2 Official recognition by the N. E. A. The Committee on cooperation has also had a very considerable discussion, both personally and through correspondence, with Dr N. C. Schaeffer and Mr Irwin Shepard, president and secretary, respectively, of the N. E. A., urging the appointment of a special committee of that body to cooperate with this committee from the A. L. A. It seems to the committee that this would give a wider field from which to gather suggestions of work to be done, and a more comprehensive view of the work already done, the members of the A. L. A. committee being, in every case, librarians, although the majority of them are members of the N. E. A. The proposition received cordial attention from both President Schaeffer and Secretary Shepard, and their promise has been given that the matter shall come before the executive board of the N. E. A. at the Los Angeles meeting.

Secretary Shepard also sent the following letter:

As the time of the meeting of the American Library Association at Asheville approaches I am reminded of the relations which have for a number of years existed between the A. L. A. and the Library department of the N. E. A. You will doubtless remember that we owe the organization of the Library department of our association to the initiative of Mr Melvil Dewey, of Albany, and yourself, and others interested in the relations of public libraries to public schools. There have been two very important results from the cooperation between

these two organizations, viz., the Report of the committee on the Relations of public libraries to public schools in 1899, and the recent Report of the committee on Instruction in library administration in normal schools. These two reports have been exceedingly helpful in the field for which they were designed.

There has been a close cooperative spirit shown by each of the two organizations referred to, since the establishment of our library department in 1896. This cooperation has sometimes been exceedingly active and sometimes rather passive, but it has always been helpful. I wish especially at this time to recognize the devotion and efficiency which you showed as secretary of the Library department for several years, during which time a great deal was accomplished, especially in the direction of improvement in library methods of administration in small towns and rural schools.

However much has been accomplished, it is very clear to us all, as you have frequently said, that much more might be accomplished, and I hope that in this beginning year of the second half century of the work of the National Educational Association we may secure a closer union and more active cooperation between this association and the American Library Association. I am very sure that you will heartily respond to this suggestion, and I am writing to ask if you cannot enlist the support of your associates in the A. L. A. to this end. If I can be helpful in this direction I desire you to command me at any time.

With the most sincere wishes for a successful meeting of your association at Asheville,

Very cordially yours,

IRWIN SHEPARD.

Mr J. N. Wilkinson, president of the library department of the N. E. A. speaks of our relation as follows:

As president of the library department of the National Educational Association, I feel warranted in assuring the A. L. A. of the increasing interest that professional educators manifest in regard to library work. The more the educator becomes impressed with the necessity of expert work in teaching, the more he must realize the necessity of expert work in the management of libraries. The more the educator realizes that education is the work of a life time, the more he must realize that expert guidance in the use of books should be received by the student throughout life. The post graduate courses that count for most are courses taken in years of work in the libraries; the librarians of the country are the faculty of the greatest post graduate university.

As a member of the executive committee of the N. E. A., I take pleasure in reporting to you my desire to do all that can be done to secure closer cooperation between that organization and the A. L. A. We appreciate the valuable service that has been rendered by the A. L. A. committee seeking to cooperate with the N. E. A. and we desire to reciprocate the courtesy and assistance of the A. L. A. committee in every way possible.

We hope to hear at Los Angeles a good report from the N. E. A. committee on cooperation appointed for the Asheville meeting and we especially invite all librarians to participate in the library department at Los Angeles. Library specialists may feel assured that their help will be always desired in the N. E. A. and that such help will serve to insure cooperation between the A. L. A. and the N. E. A.

J. N. WILKINSON.

The A. L. A. committee has each year, for several years urged upon the executive board of the N. E. A. a request for a definite place on the program at one of the general meetings of that body, for discussion of library extension by a prominent librarian. It has not been possible to bring this about for several reasons, among which has always been the lack of an available person to present the matter properly. This does not mean that no librarian was prepared to present the subject, but time, distance and other reasons have always interfered to such an extent that the committee of the N. E. A. has not been disposed to grant the time and place on the program. For this year the committee has been able to secure from the president the appointment of Prof. J. W. Olson, state superintendent of Minnesota and a member of the library commission of that state, to a place on the general program, to present the claim of the library as an educational factor.

The president of the N. E. A. has also requested representation at this convention by Mr R. J. Tighe, Asheville, N. C., president of the Southern educational association, President N. B. Johnson of Rock Hill, N. C., and State superintendent J. Y. Joyner, Raleigh, N. C.

It has been arranged that Mr Tighe shall speak for the N. E. A. and I shall shortly have the pleasure of introducing him to you.

3 Teachers and library tools. The committee has endeavored to bring together in individual cases, public school teachers and public librarians, and can report successful attempts in nearly every instance. The librarian of Omaha in writing of it, illustrates the spirit of the work:

"You possibly remember that some time ago you wrote to me regarding instruction to be given to teachers on the use of the library. I told you at that time that the schools have a training class for public school teachers of twenty students, and I wished to give them some library instruction, and asked for suggestions, which you readily sent to me. I have just

finished the course of twelve lessons of one lesson each week, and have found it most profitable for both the members of the class and for the library. I believe that we never have done anything which has brought the school and the library so close together because we have the hearty support of the Superintendent. I think that he was doubtful at first as to the outcome of this work, but by his remarks yesterday to the class, I am sure that he was well pleased. I have been asked to repeat the work again next year and possibly to have an advanced class. You will see by all of this that I feel quite encouraged, and I wish to thank you for the assistance which you gave me last fall when I was altogether uncertain as to what to do."

Your committee reports with gratification the undoubted fact that, in spite of much indifference and negligence and misinformation and misunderstanding, on the part of both teachers and librarians, all of which is of course very discouraging, there has come to the general public a wide-spread and sincere acceptance of that fundamental proposition upon which your committee is basing all its labors—that the public library is an integral part of the state system of public and free education.

In closing this report the committee would make the following recommendations: (1) That a closer relationship be attempted, between State library organizations and departments of public instruction, such as exists in Oregon, Rhode Island and some other states, the library department taking the initiative, if necessary; (2) That the A. L. A. program committee be encouraged to continue the policy of providing a place for representatives of the N. E. A. on the general program, at each succeeding meeting of the A. L. A.

Respectively submitted,

M. E. AHERN  
MELVIL DEWEY  
JAMES H. CANFIELD  
MARTIN HENSEL,

Committee.

The PRESIDENT: The Chair now has the pleasure of introducing Mr R. J. Tighe as the representative of the National educational association, who will speak to us

further on the topic suggested by the report.

Mr TIGHE read a paper entitled

# **RELATIONS BETWEEN LIBRARIES AND SCHOOLS FROM THE SCHOOL SIDE**

Response for the National Educational Association American Library Association Meeting, May 27, 1907.

Ladies and gentlemen of the American Library Association, I have been asked by Pres. Nathan C. Schaeffer of the N. E. A. to speak on the subject of closer affiliation between the N. E. A. and the A. L. A. as regards the place of the public library in the educational system of this country. In this matter I am to supplement the excellent report just presented by the strong and persistent friend of this important movement, Miss Mary E. Ahern, editor of "Public Libraries." But the program states also that I am to discuss the "Relations between libraries and schools from the school side."

I ought to say at the beginning, I think, that while I have for a number of years realized the importance of the public library in the community, my real study of the matter is of comparatively recent date. However, in the limited time allowed me I shall endeavor to say something on both of these aspects of the subject—for in its larger sense it is but one subject.

As you know from the report just made and from your relations with this association, an effort has been put forth for a number of years, chiefly by you, to bring these two great educational bodies into a closer union. Thus far, I regret to say, this movement has met with but indifferent success, but I think the signs of the times point to an early solution of the problem. For about ten years the N. E. A. has had a library department, which doubtless to most of its members has seemed sufficient so far as the teaching body of the country is concerned. But as the membership of this department has been

anything but permanent, and as its workings during these years can hardly be said to have been systematic, and as the teachers of the United States are gradually coming to realize the larger meaning of the library as an educative force, and of the librarian as a teacher, I feel that the chances for a much closer affiliation between the two associations are becoming yearly more numerous.

Pres. Schaeffer in a recent letter to me on this subject says: "I hope that you will occupy the time allotted to you in an earnest plea for a closer affiliation between libraries and public schools in a work which promises great things for our country. The reading habit and the library habit must be established in our children if they are to enjoy the things of the mind in their adult life." And speaking for myself and for the educators of the country who have given this matter any consideration, I may say that these sentiments express our feelings. I feel, however, that if matters have been correctly reported, it is hardly necessary for me to plead with this body for a closer relationship between teachers and librarians. It would seem that the pleading needs most to be done in the other house. This Association seems to have taken the initiative in the matter, and has from time to time sent missionaries to the N. E. A. in the persons of Miss Ahern, Mr Hopkins, and others. I remember especially a very earnest plea delivered by Mr Hopkins at the Minneapolis meeting of the N. E. A. in 1902. So I feel that it is hardly necessary for me to emphasize further the necessity for a closer union before this meeting. It is not to be thought, however, that the efforts put forth by this Association have borne no fruit. Miss Ahern's report goes to prove the contrary of this, as does the following resolution passed at the last meeting of the Library department of the N. E. A.:

*"Resolved*, that the members of this department urge the officers of the A. L. A. and of the N. E. A. to take measures to secure either a joint meeting of the two

associations or meetings which shall be so near each other as to time and place as to permit the interchange of members and programs in the interest of co-ordinating the public schools and the public libraries."

While the proposals of this resolution are not being carried out as to a joint meeting, there is an interchange of members on the programs of the two Associations. I note with pleasure that at the coming meeting of the N. E. A. at Los Angeles we shall have an address by a school man at the general session, the address to be entitled "The school and the library," and I am sure that Supt. Olsen, who is one of the leading educators of the country, will make the most of his subject. Such subjects as "Preparation of librarians for public school libraries," "Instruction of prospective teachers in the contents and uses of libraries with a view to direction of student energy in all grades of schools," "How the teacher may help the librarian," and "How the librarian may help the teacher," to be discussed at the Library department meetings at Los Angeles augurs well, and should encourage the friends of the movement for a closer sympathy between the library and the school.

I may also add that since the establishment of the Department of libraries of the Southern educational association in Montgomery last December, and the closer bond established between that Association and the Library association of the South, the outlook for this section is much more propitious, and I look for good results in the near future.

Looking at this problem of making the library of greater utility to the school and the community, from the point of view of the school man, I realize that several things must come to pass before we shall see a close affiliation between the library and the public school, and I believe the first thing to be done is to make provision in teachers' training schools, teachers' institutes, summer schools, and city school

systems for the training of teachers in the use of the public library and of the school library as tools in the work of educating the youth of the land.

I believe at the same time, that every public library, and perhaps every school library, should have a librarian trained to meet the needs of the schools, one who understands courses of study and how to correlate the work of the library with that of the school. Perhaps such a librarian should have had experience as a teacher in order to appreciate fully this problem, and to solve it.

Another need, it would seem, is that of providing courses of instruction for high schools and colleges in how to use the library economically. Such a course need not be elaborate, nor require a great deal of time, and would, I believe, do much toward popularizing the library with the real workers of the community, and toward making it a working force.

Then, the library should be brought closer to the great mass of the reading public. How may thousands of people never go into the public library, because they neither know what it contains, nor how to use it. If the library is the people's university in the larger sense, the people should be brought into such relations with it as to make it such indeed. Our librarians should, therefore, be prepared to establish closer relations between the library and the masses of the people by public lecture courses, newspaper articles, etc. The librarian should be indeed the president of this university for the people.

I am happy to say that these good things are being brought about in many of the most progressive communities of the country. What we need now is that such work be made more general. The outlook for the greater usefulness of the library grows better daily, and I believe that nothing will hasten the day when it is to obtain its proper sphere in the community more than will this united work of the librarian and the teacher.

I trust, therefore, that steps leading to a closer affiliation of the two Associations, such an affiliation as was outlined in the resolution passed at the Asbury Park meeting of the N. E. A., will be taken by the officers of both organizations when considering the time and place for the meetings a year hence. I believe that if the friends of this movement in both Associations get together, a joint meeting can be had next year, and I shall be glad to see this consummated.

In conclusion I wish to thank you on behalf of the N. E. A. for your interest in the school work of the land, and I extend to you one and all a hearty invitation to attend the next meeting of the N. E. A. in Los Angeles, July 8-12.

**The PRESIDENT:** The report of Miss Ahern and the response of Mr Tighe certainly form a very interesting report of progress in our relations with our sister associations, and I know that I speak for this Association in echoing Mr Tighe's wishes.

We now ask the youngest member of our family to be represented. The American association of law librarians has just joined us, and its president Mr Small has asked Mr F. B. Gilbert of the New York state library to present a paper to the Association on The Administration and use of a law library.

**Mr GILBERT:** Mr President and members of the Association, I first wish to express the appreciation of the American Association of Law Libraries for this privilege of occupying so much of the valuable time of the American Library Association. Law librarians are necessarily specialists, and my experience with them at this meeting and the meeting at Narragansett Pier, where we organized the association, is that they are enthusiastic specialists. You may all know that the danger of enthusiasm in a specialist is that he will become more or less of a bore, and it is not unlikely that in reading this paper on the Law library, some of you will be tired exceedingly, but I hope that you will bear with the paper and with us.

## THE LAW LIBRARY

There is no class of men, professional or otherwise, so dependent upon books as the lawyers. There is no library, of whatsoever kind or nature, which so directly pertains to the interests which it is designed to serve, as the law library. I am speaking with authority when I say that the lawyer's books are his tools, without which he would be unable to provide for himself and his family. Courts of last resort of good standing in our country have expressly classed law books with the brick mason's trowel and spirit level and declared that, like them, they could not be sold under an execution process issued to enforce the payment of a judgment which even the astute lawyer debtor could not avoid.

Lenoir v. Weeks, 20 Ga., 596.

Lambeth v. Milton, 2 Robinson (La.) 81.

The law library fitted with the tools essential to the lawyer's vocation, becomes therefore the lawyer's workshop. It is here that he solves the intricate problems which his more or less extended clientage has presented for his consideration, and precedents to do battle with a similarly equipped opponent. From the time when he first sees visions of courts and juries bending to the force of his matchless logic, he is the habitant of the law library, either in the office of his preceptor, in the college of his choice, or in the institution where he is privileged to read. The books contain the law which he is to practice and apply. His familiarity with them, his ability to absorb their contents and still retain his normal power of mental digestion, bespeaks for him the success which he hopes for and expects.

I am not to speak of the law library that every lawyer must possess. There are many of these which in size, completeness and efficiency compare favorably with those supported by associated interests or at the expense of the public. The American Association of Law Libraries, an organization recently affiliated with this Association, and which I have the honor to represent at this meeting, is confined in its membership to those who have to do